



# California English Language Development Test (CELDT)

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*Communications Assistance Packet for School Districts/Schools*

## Section II — CELDT Overview

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# Facts about the California English Language Development Test (CELDT)

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- Federal guidelines for No Child Left Behind, Title III, require that state educational agencies (SEAs) receiving Title III funds establish English language proficiency standards, identify or develop and implement English language proficiency assessments, and define annual measurable achievement objectives (AMAOs) for monitoring the progress of English learners toward attainment of English proficiency. The California English Language Development Test (CELDT) meets these accountability provisions.
- The California English Language Development Test (CELDT) was instituted by Assembly Bill 748 Escutia (Chapter 636/1997) and requires districts to administer it to students whose home language is not English. Senate Bill 638 Alpert (Chapter 678/1999) expanded and refined accountability provisions. Requirements are specified in *Education Code* sections 313, 60810, and 60812.
- The purpose of the CELDT is to identify new students who are English learners in kindergarten through grade twelve, to determine their level of English proficiency, and to annually assess their progress toward becoming fluent English proficient (FEP).
- State law (*Education Code* Section 60810) requires that the CELDT be reliable and valid and yield scores that allow comparisons over time and can be aggregated to evaluate program effectiveness. This test also must be capable of administration by classroom teachers and be aligned with state English language development standards adopted by the State Board of Education (SBE) in July 1999.
- School districts are required to administer CELDT initial identification assessments to all students whose home language is not English and for whom there is no record of English language proficiency assessment results. This must occur within 30 calendar days after students first enroll in a California public school. School districts also are required to administer the CELDT annually to identified English learners until they are reclassified to FEP.
- In December 2000, the SBE established July 1 through October 31 as the CELDT testing window for the administration of the annual CELDT assessment. All students take the grade-level test for the span (kindergarten–grade two, grades three–five, grades six–eight, or grades nine–twelve) that reflects their grade placement.



- The CELDT covers four skill areas: listening and speaking, reading, and writing. Students in kindergarten and grade one only are assessed in listening and speaking. Students in grades two through twelve are assessed in all four skill areas.
- In May 2001, the SBE approved cut scores for five proficiency levels: beginning, early intermediate, intermediate, early advanced, and advanced. CELDT results show the proficiency level students achieved in each skill area and the overall English proficiency level.
- School districts must inform parents/guardians of test results within 30 calendar days of receiving this data from the testing publisher.
- The Internet posting of the annual CELDT results includes three types of reports (annual assessments, initial identification assessments, combined assessments) at four levels (state, county, school district, school). The data will include student counts by overall proficiency level by grade, as well as the mean scale score for each of the skill areas by grade.
- Summary results for initial identification CELDT administration (July 1, 2002–June 30, 2003) were posted on the CDE Web site at <http://celdt.cde.ca.gov> in November 2003. Summary results for the annual 2003–04 CELDT administration were posted in March 2004. Summary results for initial and annual administrations are reported for all students and for a number of reporting categories, including gender, enrollment in specified programs, and primary language.
- Additional information about the CELDT is posted on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/el>.



# Reporting/Public Release Dates for 2003–04 California English Language Development Test (CELDT) Results\*

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<b>July 1, 2003</b>	2003–04 CELDT testing window for initial identification and the testing window for third annual CELDT administration began
<b>October 31, 2003</b>	Testing window for third annual CELDT administration ended
<b>Within 30 calendar days after receipt by school districts</b>	CELDT test results (initial and annual) reported to parents/guardians
<b>March 2004</b>	<p><i>Media Assistance Packet for School Districts/Schools</i> distributed via e-mail to school districts and county offices of education and posted on the CDE Web site at <a href="http://www.cde.ca.gov/statetests">http://www.cde.ca.gov/statetests</a></p> <p><i>Reporting 2003 CELDT Results Press Briefing</i> posted on the CDE Web site for media use</p> <p><i>CELDT Communications Assistance Packet for School Districts/Schools</i> posted on the CDE Web site</p>
<b>March 18, 2004</b>	<p>2003–04 Annual CELDT assessment results posted for schools, school districts, counties, and the state on the CDE Web site for public release</p> <p>State press release of annual 2003–04 CELDT results distributed to media, school districts, county offices of education, and posted on the CDE Web site</p>
<b>November 2004</b>	2003–04 initial identification CELDT assessment results for schools, school districts, counties, and the state posted on the CDE Web site for public release

\* This timeline includes only reporting and public release dates for results of the administration of CELDT Form C.



# Reporting CELDT Results

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CELDT results report the level of English language proficiency a student has attained. There are five levels of proficiency: beginning, early intermediate, intermediate, early advanced, and advanced. The report for individual students provides a scale score and a proficiency level for each skill area tested (listening/speaking, reading and writing) and the student's overall English proficiency level.

## Determining Proficiency Levels for Skill Areas

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Students earn a raw score for each skill assessed. The raw scores are converted to scale scores. In 2001, the State Board of Education (SBE) established cut points for the scale scores that identify the proficiency level attained.

**Note:** A scale score converts a raw score (number correct) into a specified numerical range. Unlike raw scores, scale scores permit the direct comparison of test results from one administration to another.

## Determining Overall Proficiency

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Students are assigned a proficiency level for each skill area tested. The overall scale score is calculated by weighting the skill area scale scores as follows: 50 percent listening/speaking, 25 percent reading, and 25 percent writing. Since students in kindergarten and grade one only are assessed in listening and speaking, no weighting is necessary. The chart on page II-5 shows the scale score range for identifying a student's overall English proficiency level.

## Using CELDT Results

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Test results for newly-enrolled students are used to help identify students as English learners, who need to develop their listening, speaking, reading, and writing skills in English. Results from the annual CELDT administration are used to see how well English learners are learning English and if they are ready to be reclassified as fluent English proficient.

*Education Code* Section 60810 requires school districts to use individual CELDT results as the primary indicator for the initial identification of English learners (see Criteria for Determining English Proficiency on page II-6).



School districts are to use annual CELDT results as one criterion for considering the reclassification of English learners to fluent English proficient. Additional criteria include performance in basic skills, teacher evaluation, and parent opinion and consultation. Guidelines for the reclassification of English learners, approved by the State Board of Education, are provided in Section IV.

### **CELDT Scale Score Ranges For Overall English Proficiency Levels**

	<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
<b>Kindergarten</b>	409 and below	410-457	458-505	506-553	554 and above
<b>Grade One</b>	423 and below	424-470	471-516	517-563	564 and above
<b>Grade Two</b>	442 and below	443-482	483-523	524-564	565 and above
<b>Grades Three-Five</b>	446 and below	447-487	488-528	529-568	569 and above
<b>Grades Six-Eight</b>	446 and below	447-487	488-528	529-568	569 and above
<b>Grades Nine-Twelve</b>	446 and below	447-487	488-528	529-568	569 and above



### Criteria for Determining English Proficiency\*

Fluent English Proficient	Student's Overall Score is Early Advanced or higher <b>and</b> each skill area score <ul style="list-style-type: none"><li>• Listening/Speaking (kindergarten through grade twelve)</li><li>• Reading (grades two through twelve only)</li><li>• Writing (grades two through twelve only)</li></ul> is Intermediate or higher.
Fluent English Proficient	Student's Overall Score is in the <i>upper end</i> of Intermediate <b>and</b> <ul style="list-style-type: none"><li>• other test scores</li><li>• report card grades</li><li>• input from parents/teachers</li></ul> are taken into consideration.
English Learner	Student's Overall Score is below Early Advanced <b>or</b> Student's Overall Score is Early Advanced or higher, but one or more of the skill area scores is below Intermediate.

**Note:** The CELDT is **one** criterion used in the **reclassification** of English learners to FEP. Consult the reclassification guidelines in Section IV for all of the criteria to be used in determining reclassification.

\* The criteria for determining English proficiency were approved by the State Board of Education in May 2001.